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ABSTRACT

The report describes a project in which high-motivation language arts and math instruction was provided to decrease absenteeism, school failure and dropout rates for secondary handicapped students. It is explained that instruction was correlated with "visible kit" materials, including the Visible V8 Engine Kit, and that a document was prepared covering lesson plans, exercise manuals and materials for teacher duplication. The report includes a 3-year utilization survey of teachers using the V8 model, as well as evaluation results from staff development. (CL)

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THE COORDINATED CORRELATED INSTRUCTIONAL PROGRAM

Final Evaluation Report

The need for the project arose when a survey was conducted in the schools served by the Tri-County Special Education Cooperative and the results presented a disturbing trend of increased absenteeism, school failure and dropouts for each year over a three-year period.

Since the Tri-County Education Cooperative is devoted to the belief that handicapped children should receive an education through the public schools that is so designed to prepare them for higher education, to develop occupational skills and to enrich their lives, it was believed that the school curricula must be individualized to provide learning opportunities for each child to the limit of the child's potential. While providing learning oppurtunities, it is also recognized that such learning opportunities must be valued by the child to the extent that the child learns and desires to learn more.

The rationale responsible for the development of this model program was based upon evidence indicating that many children did not value education as it has been presented in the schools. Thus the program's major goal was "To develop secondary education programs which will be relevant to the needs of handicapped students in order to reduce the dropout rate and failures, improve school attendance, and increase student interest."

The general plan for the Coordinated Correlated Instructional Program was to provide a program of instruction that was interesting, highly motivational to students and correlated with academic instruction to Language Arts and Math and, if possible, coordinated with the objectives of units of instruction provided in mainstream courses taught by regular classroom teachers.

Originally, high school students in Stamford, Anson, Hamlin and Rotan were selected to initiate the program. Stamford and Anson used instructional units correlated with English; Hamlin correlated History and Rotan correlated their program with Mathematics.

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Units presented in English classes at Anson and Stamford included correlations with the Visible V8 Engine, the Visible Chassis, the Visible Rotary Engine, the Framework of a House, the unit on Horses, Money Management, and Fashion and Clothing.

Units initiated into the history class included short strips on housing, colonial fashions, model cars, historical art, the Visible Head, and the Visible Brain and Cervical Column.

Rotan's students received mathematical instruction correlated with such materials as the O. J. Simpson Football Game, the Visible V8 Engine, Money Management, Fashion and Clothing, and the Mathematical Balance material.

The correlation of history with instructional models did not prove as effective as hoped since the units tended to be object-centered rather than man-centered.

For the year 1976-1977, history was discontinued as a correlative academic subject. English, language arts, and mathematics became the correlative academic curriculs with science substituted for history.

Of the twelve school districts in the Tri-County Co-op, only Aspermont and McCaulley were not implemented in the second year.

Correlations with different materials continued to be adapted or developed; the House Framework Unit was further expanded to include a House Wiring Unit; the unit in Electronics included five different kits; and other units selected were the following: Emotions and Human Interrelationships, Cosmetics and Skin Care, the Visible Man, the Visible Woman, the Human Heart, and the Nose and Mouth.

Correlated academics had developed to the extent of providing English (language arts included) and mathematics objectives, materials listings, and procedures from which teachers were to write their own lesson plans. A pre- and post- reading test of vocabulary words was developed and vecabulary words were grouped under ten to twelve common phonics rules.

During the 1976-1977 school year, the Renwal Company, which produced and marketed the various "Visible Kits," was bought by the Revell Company, which discontinued production, thus reducing substantially the number of available materials that could be modified into instructional vehicles.

Based upon the success and popularity of certain kits with students and teachers, the practical use of the information a student could gain from correlations with a specific student-chosen area of learning, and the coordination with on-the-job training opportunities, the choices of units were narrowed to six: the Visible V8 Engine Kit, the Framework of a House, Cosmetics and Skin Care, Fashion and Clothing, Money Management, and the Lamp Kit; and English, Language Arts, and Mathematics objectives were developed to correlate with the various units.

Later the list was narrowed by the omission of the Lamp Kit and Money Management. These are excellent units but they did not provide as much academic material as some students required in English and language arts.

The ambition and desire at the beginning of the third year was to develop products in four interest areas correlating with the basic subjects of English, language arts, and mathematics. The external evaluators urged that the products be developed with language arts as the only correlation because of the potential ease of replicability and the requirement of the funding agency to produce a package for dissemination.

In the fall of the 1977-1978 school year, the Cosmetics and Skin Care Unit with the language arts correlation was developed. However, in one of the meetings with TEA personnel, the project director was told that funds for printing were limited and TEA personnel requested that the final product consist of academic correlations with only the Visible V8 Engine.

The Visible V8 Engine choice was a logical one since the kit can be purchased in retail stores, whereas the materials of the others are not in kit form. The final months were devoted to developing and implementing a teacher's manual to accompany the V8 Engine to correlate those activities with language arts and mathematics objectives.

The final product was a document consisting of over six hundred (600) pages, including the following:

I. TEACHER'S GUIDE

II. MATERIALS FOR TEACHER DUPLICATION

- A. Instructions for the Visible V8 Engine
- B. Vocational Vocabulary Pretest
- C. Dealer Billing Sheet
- D. Time/Dollar Conversion Sheet

III. READING AND LANGUAGE ARTS LESSON PLANS

IV. SELECTED VOCABULARY WORDS GROUPED UNDER COMMON PHONIC RULES

V. ENGLISH LESSON PLANS CORRELATED WITH THE VISIBLE V8 ENGINE

VI. STUDENT ENGLISH EXERCISE MANUAL

VII. TEACHER ENGLISH EXERCISE MANUAL

VIII. MATHEMATICS LESSON PLANS CORRELATED WITH THE VISIBLE V8 ENGINE

IX. STUDENT MATH EXERCISE MANUAL

X. TEACHER MATH EXERCISE MANUAL

XI. REFERENCES, LIST OF PRODUCTS, SELF-EVALUATION OF PRODUCTS

The following section presents a three-year longitudinal utilization survey of other teacher use of all materials developed and all teachers who used the V8 model at any time during the past three years.

TEACHER, SCHOOL, UNITS, AND TEACHING ARRANGEMENT

1975-1976

Mrs. Becker Hamlin H. S.	Vintage cars, Sewing Units, Art Unit, correlated with History	Helping Teacher arrangement. One period per day.
Mr. Shelton Anson H. S.	Visible Chassis, Visible V8 Unit, Sport Unit, Art Unit, Horse Unit	Helping teacher arrangement. One period per day
Mr. Parr Stamford	Visible V8, Sewing Unit, Money Management	Helping teacher arrangement. One period per day.
Miss Dyson Rotan	Sports Unit, Mathematical Balance, Money Management	Helping Teacher arrangement. One period per day.

1976-1977

Mrs. Balliew Albany	Visible Chassis, Visible V8	Resource Room. One period per day.
Mrs. Holloway Anson	Visible Woman, House Unit, Cosmetics and Skin Care	Resource Room. One period per day.
Mr. Fergus[illegible] Hamlin	House Unit, Visible V8	Resource Room. Two periods per day.
Mrs. Becker Hamlin	Cosmetics and Skin Care, Visible V8, Lamp Unit, Art, Sewing, Brain and Cervical Column	Helping Teacher arrangement. Two periods per day.
Mrs. Robinson Hawley	Visible V8	Resource Unit. One period per day.
Mr. Pierson Hobbs	Visible V8, Wankel Rotary Engine, Sewing	Resource Unit. Two periods per day.
Miss Easton Lueders, Avoca	Visible Chassis, Visible V8, House Unit	Resource Unit. One period per day.
Mrs. Watson Old Glory	Visible Chassis, Visible V8, House Unit	Resource Unit. One period per day.
Mr. McKee Old Glory	Visible Head, Visible Man	Regular Classroom. One period per day.
Mr. Evers Roby	Housing Unit, Art	Resource Room. One period per day.
Mr. Torres Rotan	Visible Rotary Engine, Visible Brain and Cervical Column, Sewing Unit	Resource Room. One period per day.
Mr. Fountain Stamford	Art Unit, House Unit, Aeronautical Kit, Cosmetics Unit	Resource Room. One period per day.

1977-1978

Mr. Vardiman Aspermont	Horse Unit, Visible V8, Sewing Unit	Resource Room. One period per day.

Mrs. Holloway Anson	Visible Head, Visible Brain and Cervical Column, Visible Woman	Resource Room. One period per day.
Mrs. Balliew Albany	Sewing Unit	Resource Room. One period per day.
Mrs. Becker Hamlin	Cosmetics, Art, Sewing Unit	Resource Room. One period per day.
Mr. Ferguson Hamlin	House Unit	Resource Room. One period per day.
Mrs. Robinson Hawley	Cosmetics and Skin Care Unit	Resource Room. One period per day.
Mr. Pierson Hobbs	House Unit, Turbine Engine	Resource Room. One period per day.
Mrs. Evans Lueders-Avoca	Visible V8, House Unit	Resource Room. One period per day.
Mr. White Old Glory	Rotary Engine Unit	Resource Room. One period per day.
Mr. Evers Roby	Visible V8 Engine	Resource Room. One period per day.
Mr. Torres Rotan	Cosmetics and Skin Care, Visible Brain and Cervical Column, Visible Woman	Resource Room. One period per day.
Mrs. Hammer Stamford	Visible Brain and Cervical Column	Resource Room. One period per day.

SCHOOLS USING VISIBLE V8 ENGINE MODEL AND DATE

	1977-1978	1976-1977	1975-1976
1. NAMES OF TEACHER	Mrs. Hammer	Mr. Parr	Mr. Parr
SCHOOL: Stamford			
DELIVERY SYSTEM	Resource	Resource	Helping Teacher
NUMBER OF CLASSES USING THE V8 ENGINE MODEL	0	1	1

SCHOOLS USING VISIBLE V8 ENGINE MODEL AND DATE (CONTINUED)

		1977-1978	1976-1977	1975-1976
2.	NAMES OF TEACHER	Mr. Torres	Mr. Torres	Miss Dyson
	SCHOOL: Rotan			
	DELIVERY SYSTEM	Resource	Resource	Resource
	NUMBER OF CLASSES USING THE V8 ENGINE MODEL	0	0	1
3.	NAMES OF TEACHER	Mrs. Robinson	Mrs. Robinson	Mrs. Robinson
	SCHOOL: Hawley			
	DELIVERY SYSTEM	Resource	Resource	Resource
	NUMBER OF CLASSES USING THE V8 ENGINE MODEL	0	1	0
4.	NAME OF TEACHER	Mrs. Evans	Miss Easton	
	SCHOOL: Lueders-Avoca			
	DELIVERY SYSTEM	Resource	Resource	
	NUMBER OF CLASSES USING THE V8 ENGINE MODEL	1	1	
5.	NAME OF TEACHER	Mrs. Holloway	Mrs. Holloway	Mr. Shelton
	SCHOOL: Anson			
	DELIVERY SYSTEM	Resource	Resource	Helping Teacher
	NUMBER OF CLASSES USING THE V8 ENGINE MODEL	0	1	1
6.	NAME OF TEACHER	Mrs. Becker	Mrs. Becker Mr. Ferguson	
	SCHOOL: Hamlin			
	DELIVERY SYSTEM	Resource	Helping Teacher Resource	
	NUMBER OF CLASSES USING THE V8 ENGINE MODEL	1	2	0

SCHOOLS USING VISIBLE V8 ENGINE MODEL AND DATE (CONTINUED)

		1977-1978	1976-1977	1975-1976
7.	NAME OF TEACHER			Mrs. Watson
	SCHOOL: Old Glory			
	DELIVERY SYSTEM	Resource	Resource	Resource
	NUMBER OF CLASSES USING THE V8 ENGINE	0	0	1
8.	NAME OF TEACHER	Mr. Pierson	Mr. Pierson	Mr. Pierson
	SCHOOL: Hobbs			
	DELIVERY SYSTEM	Resource	Resource	Resource
	NUMBER OF CLASSES USING THE V8 ENGINE MODEL	0	1	0
9.	NAME OF TEACHER	Mrs. Balliew	Mrs. Balliew	Mrs. Balliew
	SCHOOL: Albany			
	DELIVERY SYSTEM	Resource	Resource	Resource
	NUMBER OF CLASSES USING THE V8 ENGINE MODEL	0	1	0
10.	NAME OF TEACHER	Mr. Vardiman	Mr. Vardiman	Mr. Vardiman
	SCHOOL: Aspermont			
	DELIVERY SYSTEM	Resource	Resource	Resource
	NUMBER OF CLASSES USING THE V8 ENGINE MODEL	1	0	0

STAFF DEVELOPMENT

The program was initiated by involving participating faculty members from schools in the Tri-County Co-op in an orientation session where the project goals and objectives were presented along with the proposed methods and materials that were to be adapted to academic subjects.

The orientation session was followed by the delivery of an extension course, "Improvement of Instruction in the Secondary Schools," and nineteen staff members from the cooperative schools attended. The course focused on teaching behaviors, styles and strategies suitable for the adolescent student. In addition, other topics included motivation, individualization techniques, questioning skills, communications, classroom management and analysis of teaching.

The second year of the project provided a second orientation to both returning and new faculty members who would be involved in the program and also included training in the "New Model Me" program.

A second extension course, "Advanced Education Workshop in Secondary Education," was also delivered throughout the year to twenty-five participants. The focus of the formal training was in the affective area and consisted of the following topics: values analysis, group processes including communication and human development activities. The course was designed to provide experiences in the affective domain in order to demonstrate the emotional needs of students, to involve the teachers in the use of activities and techniques to improve the emotional well-being of the students and to provide self-understanding.

Staff development activities for the third year of the program began with an orientation and review of the first two years' accomplishment and a demonstration of how the developed instructional units were being adapted into the regular academic skills.

A third extension course, "Curriculum Problems: Overcoming student Learning Difficulties," was provided to twenty-two staff members. Major emphases were directed to skills in diagnosing, prescribing, and implementing instruction for students with learning problems. Second, the participants

developed and implemented instructional objectives to correlate with the developed instructional models.

The following evaluation chart presents participant feedback on the most recently completed formal staff development activity.

PARTICIPANT FEEDBACK: FORMAL STAFF TRAINING

1977-1978 Extension Course EDCI 5335 Evaluation

1.	The organization of the workshop was:	Excellent						Poor
		7	6	5	4	3	2	1
	Number of participants	3	13	1	2			
2.	The objectives of the workshop were:	Clearly Evident						Vague
		7	6	5	4	3	2	1
	Number of participants	4	7	5	2	1	1	
3.	The work of the consultant(s) was:	Excellent						Poor
		7	6	5	4	3	2	1
	Number of participants	6	10		1		1	
4.	The ideas and activities presented were:	Very Interesting						Dull
		7	6	5	4	3	2	1
	Number of participants	4	9	5	1			1
5.	The scope (coverage) was:	Very Adequate						Inadequate
		7	6	5	4	3	2	1
	Number of participants	3	9	4	2		1	
6.	My attendance at this workshop should prove:	Very Beneficial						No Benefit
		7	6	5	4	3	2	1
	Number of participants	5	7	5	1			1

PARTICIPANT FEEDBACK: FORMAL STAFF TRAINING (CONTINUED)

7. Overall, I consider this workshop:	Excellent						Poor
	7	6	5	4	3	2	1
Number of participants	3	12	1	2		1	

8. Do you feel a need for additional information about the topic?	Yes	No
	11	8

Several instructional models were selected and/or developed during the first two years of the project for classroom utilization.

Each year, a Materials and Methods Analysation and Evaluation form was used for both students and teachers, mainly to identify those materials being used that were of high interest to students.

Based on feedback from the teachers and students, two models, the House and the Visible V8 Engine, received the most interest and to meet the TEA requirement of selecting a product for statewide diddemination, the focus of the project was directed to the Visible V8 Engine during the final year.

However, once the V8 model was selected as the focus of major interest, then English, language arts and mathematics objectives were developed to correlate with the instructional model. A student Evaluation form was then developed to secure feedback about the potential impact of the model on student learning.

Thirty-three (33) students in seven (7) classes using the Visible V8 Engine model responded to the Student Evaluation Form (Attachment A). In instances where a student had limited reading ability, the teacher was instructed to read the directions aloud and then each question and have the student respond.

The responses were then weighed with the following values:

RESPONSE	VALUE	
1	5	- High Agreement
2	4	
3	3	
4	2	
5	1	- Low Agreement

The mean values of the total student responses are as follows for each question:

		MEAN VALUE
1.	Working with the Model was fun	4.61
2.	I learned a lot about some other things besides the Model.	3.85
3.	The Model was easy to work with.	3.91
4.	I would rather learn things from the Model than from regular school books.	4.39
5.	Some of the things I learned can be used later.	4.03
6.	Other students would probably like to be able to use this Model in their classes.	4.27
7.	I learned some new words from working with the Model.	4.33
8.	I was able to learn something about Arithmetic from working with the Model.	3.76
9.	I liked to go to class when I know we were going to work with the Model.	4.45
10.	I think trying to learn English and Math by using things like this Model is a good idea.	4.12

In summary, the students indicated most agreement with the statement, "Working with the Model was fun." Their second most agreement was with the statement, "I like to go to class when I know we were going to work with

the Model." They indicated their third most agreement with the statemnt, "I would rather learn things from the Model than from regular school books." Further, the students indicated the least agreement with the statement, "I was able to learn something about Arithmetic from working with the Model."

ATTACHMENT A

THE VISIBLE V8 ENGINE MODEL STUDENT EVALUATION

Directions:

You have been involved this past year with the Visible V8 Engine Model. Would you please respond to the following questions by circling the number that describes how you feel about each question?

For example, if you strongly agree with a statemtn, circle a (1). If you agree somewhat, circle a (2) and so on. If you strongly disagree, circle a (5).

	Agree				Disagree
1. Working with the Model was fun.	1	2	3	4	5
2. I learned a lot about some other things besides the Model	1	2	3	4	5
3. The Model was easy to work with.	1	2	3	4	5
4. I would rather learn things from the Model than from regular school books.	1	2	3	4	5
5. Some of the things I learned can be used later.	1	2	3	4	5
6. Other students would probably like to be able to use this Model in their classes.	1	2	3	4	5
7. I learned some new words from working with the Model.	1	2	3	4	5
8. I was able to learn something about Arithmetic from working with the Model.	1	2	3	4	5
9. I liked to go to class when I know we were going to work on the Model.	1	2	3	4	5
10. I think trying to learn English and Math by using things like this Model is a good idea.	1	2	3	4	5

Structured interviews with seven teachers who had used the Model were conducted, and they were asked the following questions:

1. Approximately when did you start using the Model?
2. In how many different classes did you use the Model this year?
3. In classes where the Model was used, approximately what percent of the class time was spent with the Model and related activities?
4. Based on your experience this year with the Model, would it be easier to use in trying to teach Language Arts skills or Math skills? Why would that be?
5. Should teachers in other districts, unfamiliar with the Model, decide to use it, what would you tell them about the different ways it could be used?
6. Knowing what you now know about the Model, what would you, or could you, have done differently in using it more effectively?
7. What recommendation for use or improvement could you make to other school districts that may want to use this Model?

RESULTS

Two of the seven teachers initially used the Model in the 1975-1976 school year followed by a third teacher in 1976-1977 and four more new teachers using the Model during the school year just completed. Of the seven teachers, one used the Model during only one class period while the remaining teachers reported using it from two to three class periods a day.

Five teachers used the Model 100% of the class period; one used it 50% of the time and one teacher 25% of the time. All of the interviewees

reported that the Model is best used for correlating language arts instructional objectives into the regular school program rather than math. Although no one said that it was impractical to integrate it into math, they did agree that the Model was most easily adopted into the language arts content areas.

Many suggestions were given in response to how teachers unfamiliar with the Model could implement it into their instructional programs such as to supplement regular instruction, create interest in related occupations, and to create interest in basic academic skill areas.

In conclusion, most felt that with their experiences with the Model, it would be best to focus on the Model itself and relate the activities to academic areas as a secondary or related activity.

The V8 Model is intended to be correlated with instructional objectives in both language arts and mathematics. The project staff's energies were directed to this task during the final months of the instructional year after the decision was made to use that model as the vehicle to replicate in other locations.

Objectives from the teacher's manual which accompanies the unit were selected and analyzed in terms of effectiveness, appropriateness, learning impact and utility value by the following persons: Dr. Jim Lewis, Psychologist; Keith Dial, Director of Special Education; Dr. Judy Lewis, Educational Diagnostician; and Robert Todd, Special Education Teacher.

There was a high level of agreement among the evaluators that the objectives did correlate with the model and could be replicated with ease by other teachers in their own classrooms by using the model and the manual.

Subsewuent feedback from seven of the eight teachers in the project also confirmed this conclusion.

Since only four schools participated the first year, it was not possible to identify any student who had participated in the V8 unit program for three consecutive years. Although ten schools participated in this program the second year, only a few used the program part of the time and to isolate any one student again was impractical. In other words, the impact of the V8 unit on an individual student or students was impossible to identify because of the lack of consistent exposure over a long period of time. Therefore, the impact of the V8 model itself on the students had to be ascertained by other methods such as staff report and student evaluation, which were reported earlier.

An analysis of the drop-out rates for each of the schools served by the project did not show either a significant increase or decrease when compared with the drop-out rates which existed prior to the inception of the program.

However, Attachment B presents the percentage of attendeance for each high school's enrollment compared with the percentage of attendance for students in the Coordinated Correlated Instructional Program in each of the high schools. This would suggest that the program did not improve attendance.

Of the eight students served by the VAC program in 1977-1978, six did show significant improvement about attitudes toward acceptable on-the-job behavior as measured by pre- and post-test scores, and seven of the eight received "good" or "excellent" ratings on all categories of the Employer Rating Form.

ATTACHMENT B

SCHOOL	% ATTENDANCE FOR STUDENTS IN PROGRAM IN EACH HIGH SCHOOL 1977-1978	% ATTENDANCE FOR EACH HIGH SCHOOL 1977-1978
Roby	91.22%	95.33%
Rotan	84.76	94.71
Hobbs	92.19	95.30
McCaulley	96.99	97.53
Stamford	90.51	94.66
Hamlin	91.03	95.51
Old Glory	95.47	96.62
Aspermont	77.88	93.67
Hawley	93.85	95.05
Lueders-Avoca	91.54	94.12
Albany	100.00	92.86
Anson	90.20	93.00

% attendance for students served in 1977-1978		%attendance for those students prior to program 1975-1976	
65 students	91.23%**	35 students	93.88%

**The 1977-1978 students had job opportunities as inducements for absences. This was not so when they were younger, as in 1974-1975. Also the number of students in 1977-1978 is larger than in the 1974-1975 sampling.

SUMMARY AND CONCLUSIONS

The most effective instructional unit was found to be the Visible V8 Engine and it was most effectively linked with English and Language Arts objectives.

The most effective delivery system was through a resource classroom with at least two full class periods per week devoted to the activity. Teachers need a minimum of training in order to utilize the model as a Teacher's Manual has been developed to accompany the unit.

The project has a greater short-term positve impact on students rather than any perceived long-term impact. Teacher report and classroom observation confirmed that the students were interested and motivated while involved in the task.

Student academic progress did increase in Language Arts achievement as evidenced by student accomplishment of the stated objectives in the lesson plans of the Visible V8 Engine and reported by the teachers.

An adoption of the project has been accomplished in two special education classrooms in the Ector County school district and follow-up observations of the adoptions would lead to the conclusion that with the manual available and a brief orientation, the project would be worthy of replication in other locations.

SUGGESTIONS FOR IMPLEMENTING THE COORDINATED CORRELATED INSTRUCTIONAL PROGRAM IN A SCHOOL SETTING

In order to implement this program, the Project Director must have the support of school administrators, selected teachers, and aides who must become well informed about the program.

Presentations by the Project Director and Vocational Adjustment Coordinator (VAC) should provide leadership, a description of the program, and a description of the coordination with the world of work to secondary resource teachers and aides. Only those teachers indicating an interest and a desire to participate in this form of instruction should be selected as implementers.

The VAC should observe the classes during the periods of assembly, offering instructional aide to students and teachers. The Project Director should observe classes during the periods of academic instruction and continue to develop and modify materials for instruction, with the help of an aide and the clerk typist, throughout the school year.

Pitfalls to avoid include the following:

. Do not try to implement the program if the teacher opposes it.

. Do not omit the student choice sheet.

. Do not fail to observe the students, teachers, and aides.